DOCUMENT RESUME

ED 252 944 EA 017 454

TITLE A K-12 Written Guidance Plan. Minimum Standards Implementation Series.
INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE 83
NOTE 44p.; For related documents, see EA 017 445-459.
PUB TYPE Guides - Non-Classroom Use (055) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Alcohol Education; Drug Abuse; Drug Education; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; Guidelines; Master Plans; Needs Assessment; Policy Formation; *Program Design; *Pupil Personnel Services; School Community Relationship; *School Guidance; State Standards; Tobacco
IDENTIFIERS *Ohio; Ohio State Board of Education

ABSTRACT

One of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education for elementary and secondary schools, this leadership document addresses the need, the purpose, and the implementation procedures for a K-12 written guidance plan in accordance with the Ohio Administrative Code. Part 1 provides the rationale for a written guidance plan, followed by a definition of key terms and a set of sequential steps in developing such a plan. These include the following: (1) identify guidance coordinator and guidance advisory committee; (2) assess district guidance needs; (3) develop guidance philosophy, goals, and objectives for the K-12 written guidance plan; (4) develop a guidance plan of action; (5) present guidance plan to district board of education; (6) implement the K-12 written guidance plan; and (7) evaluate guidance plan. Part 2 presents guidelines for developing a program on the harmful effects of drugs, alcohol, and tobacco. These guidelines are intended to assist school personnel in forming a task force, assessing needs, developing policies and procedures, developing and implementing the plan, providing staff and parent inservice training, and utilizing community resources that are adjuncts to district efforts, and state and federal resources as well. A bibliography is included. (TE)

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FOREWORD

With the adoption of the 1983 minimum standards, the State Board of Education has established conditions to promote a general education of high quality in all chartered schools. The State Board of Education recognizes its responsibility to give direction to the system of education in the state. At the same time, there is flexibility within standards to establish educational programs that are responsive to local needs.

Minimum Standards for Elementary and Secondary Schools 1983 provide the potential for greatly improving education in Ohio. That potential can be reached through well-structured local and state leadership. To assist responsible implementation of minimum standards, staff in the Ohio Department of Education have prepared an implementation series consisting of fourteen documents. A distinction is made among the publications. Only one, *Procedures for School Evaluations,* is a compliance document. It contains the standards in a format readily used for self-evaluation. School personnel will find information about what is needed for a district and schools within the district to comply with standards. In the remaining publications, an effort is made to specify what the standard requires. Additional information, guidelines, procedural steps, and sample forms may go beyond what the standard requires. The purpose is to assist the local planning process, not to prescribe what shall be in every school in Ohio.

Minimum standards address the public's increasing expectations for schools with a requirement for competency based education in English composition, mathematics, and reading. Three of the publications, *Process Model for Course of Study, Competency Assessment and Testing,* and *Intervention* are aligned in addressing competency based education. A number of options are described for local consideration.

Appreciation is extended to school personnel who contributed to these publications by sharing their time, expertise, and materials. Appreciation is also extended to staff members who worked untold hours to make these publications possible.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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OVERVIEW

OVERVIEW

This leadership document has been published to assist district personnel in developing a K-12 written guidance plan. Rule 3301-35-03 of the Ohio Administrative Code requires that a policy be adopted by the local board of education with regard to school guidance services. Rule 3301-35-03 (H) provides that:

(H) School guidance services shall be provided for pupils in kindergarten through twelfth grade in accordance with a written plan adopted by the board of education.

(1) School guidance services shall include:

(a) Systematic aid to pupils regarding educational, career, civic, personal, and social concerns including the harmful effects of drugs, alcohol, and tobacco;

(b) Appraisal, counseling, educational and career planning, referral, and staff consultations.

(2) Counseling services shall be provided by a certificated school counselor.

This publication addresses the need, the purpose, and the implementation procedures for a K-12 written guidance plan.

A K-12 WRITTEN GUIDANCE PLAN

PART 1
A K-12 WRITTEN GUIDANCE PLAN

RATIONALE

Guidance and counseling is a program to help students integrate their educational, career, civic, personal, and social development. The K-12 written guidance plan provides services that help all children to make maximum use of their abilities and to make positive contributions to society.

Through well-planned developmental activities and services, the guidance plan can assist in meeting the identified needs of students. The school counselor as a member of the educational team should provide leadership in implementing the K-12 written guidance plan.

DEFINITION OF TERMS

- "Guidance Services"—Activities that are designed to help students understand their own special interests, aptitudes, and skills; their vocational, civic, career, educational, personal, and social growth opportunities; and the harmful effects of drugs, alcohol, and tobacco. Guidance services encompass all components of the K-12 written guidance plan.
- "Counseling Services"—Activities that a counselor uses to develop effective relationships with students assisting them to perceive their environment in realistic terms, to make appropriate choices and decisions, and to develop the facility for adjustment that permits students to respond to life's present and future situations including the harmful effects of drugs, alcohol, and tobacco.
- "Certificated Counselor"—One possessing a valid school counselor certificate issued by the Ohio Department of Education.
- "Systematic Aid"—Assistance provided students through a planned, organized, and regularly scheduled process.
- "Appraisal Services"—Assistance designed for students, parents, and teachers to examine the students' abilities, interests, aptitudes, and achievements as indicated by various tests and assessment measures used by the school.
- "Career Planning"—Assistance provided students to help appraise their interests, abilities, aptitudes, and personality characteristics with respect to occupations; to acquaint students with occupational information; to educate students in skills required to find, use, and organize career materials; and to help students develop positive attitudes toward work and workers.
- "Civic Responsibility"—Understanding and valuing decision making as essential to the development of responsible citizens in a democratic society.

A K-12 WRITTEN GUIDANCE PLAN

- "Educational Services"—Assistance provided students individually and through group techniques to help them function more effectively in their school progress.
- "Personal Services"—Assistance provided students to help achieve self-understanding and self-realization leading to individual satisfaction.
- "Social Services"—Assistance provided students to help understand self as perceived by others, to understand others, and to help improve relationships with others.

KEY PERSONNEL

IDENTIFY GUIDANCE COORDINATOR AND GUIDANCE ADVISORY COMMITTEE

The first step in the development of a K-12 written guidance plan should include the identification of a guidance coordinator. Professional responsibility for district guidance services is usually delegated by the superintendent of schools to the director of pupil personnel, director of guidance, or a designated guidance coordinator who takes the necessary steps to

- prepare written statements defining the K-12 guidance philosophy, goals, and objectives
- identify major services in the guidance plan including policies and procedures
- develop procedures for ongoing program operation, evaluation, and modification
- design inservice programs for continuous refinement of the guidance plan
- coordinate internal and external resources
- organize and conduct Guidance Advisory Committee meetings

The second step in the development of the K-12 written guidance plan is the formation of a Guidance Advisory Committee. A well-organized and structured committee can serve as a channel of communication between school and community. The guidance coordinator should provide leadership in establishing effective dialogue among professional educators and community members.

The functions of the Guidance Advisory Committee may include (a) informing school staff and community members about the guidance services available in the district; (b) providing input into the development and revision of the district guidance services; and (c) lending support to the guidance services that are provided.

The formation of an advisory committee should be considered carefully. A nucleus of interested persons can assist in generating interest in and enthusiasm for the committee. The composition of an advisory committee may vary among school districts. The committee should include administrators, counselors, broad representation of teachers, other staff members, and students. In addition, major groups in the community should be included, e.g., church leaders, civic officials, judicial representatives, legal representatives, medical professionals, mental health professionals, parents, representatives of business and industry, representatives of other special interest groups, school board members, and social workers.

KEY PERSONNEL

The administration should make the final recommendation with regard to the selection of committee members. Some of the following characteristics should be considered when selecting advisory committee members:

- interest in guidance services
- leadership in the school and community
- ability to work effectively in a group situation
- time to serve on committee
- ability to solve problems
- support for the school district

Selected committee members should be contacted to confirm their commitment. In addition, a news release should announce the appointment of the Guidance Advisory Committee.

It is important that each member of the advisory committee receive information about the procedures that will be followed. An agenda should be provided to committee members in advance of all meetings. A sample agenda for the orientation meeting might include the following items:

- introduction of members
- explanation of the nine dimensions of guidance
- description of roles and responsibilities for the advisory committee members
- discussion of a guidance needs assessment
- discussion of possible activities during the year
- identification of task force priorities
- appointment of task forces and subcommittees
- selection of subsequent meeting dates and locations
- solicitation of questions and concerns

Suggested topics for subsequent advisory committee meetings might include the following:

- report on committee assignments
- react to committee reports
- develop K-12 guidance philosophy
- develop K-12 guidance goals and objectives
- distribute pertinent materials
- report of yearly activities of the guidance staff
- discuss and evaluate year's activities
- review and revise guidance goals, objectives, and activities for the following year

KEY PERSONNEL

Points to be considered by the Guidance Advisory Committee might include the following:

- establish mutually convenient meeting locations, dates, and times
- contact other school districts with established advisory committees for advice and information
- establish a term for each committee member to serve—arranging terms alternately can help to retain experienced committee members, contribute to the growth of new members, and provide for continuity
- establish a card file on community resources, services, key people, positions, addresses, telephone numbers, and best times for contact
- use individual committee members to assist with other aspects of the guidance program

For additional information, refer to the handbook, *Guidance Advisory Committee.* Ohio Department of Education, Division of Educational Services, Guidance and Testing Section.

NEEDS ASSESSMENT

ASSESS DISTRICT GUIDANCE NEEDS

To develop an effective K-12 written guidance plan, it is important that guidance services be related to the unique needs of the school community. Therefore, a needs assessment should be developed that will give pertinent data useful at the district and building levels. Information gathered from students, teachers, and parents will identify how well guidance needs are being met and determine program priorities.

The needs assessment process should consist of the following steps:

- identifying the purpose of needs assessment
- determining type of assessment instrument to be used
- determining priorities for the guidance program
- determining which priorities will be incorporated into the K-12 written guidance plan

For additional information regarding needs assessment, refer to *Process Model for Course of Study*, Ohio Department of Education, Division of Elementary and Secondary Education and *Ohio's Plan for a Written Guidance Program*, Division of Educational Services, Guidance and Testing Section.

PHILOSOPHY, GOALS AND OBJECTIVES

DEVELOP PHILOSOPHY, GOALS, AND OBJECTIVES FOR THE K-12 WRITTEN GUIDANCE PLAN

Philosophy

The guidance philosophy should clearly state the rationale for including a K-12 written guidance plan in the school curriculum. This philosophy should address the district's belief that guidance services will include systematic aid to students regarding educational, career, civic, personal, and social concerns, including the harmful effects of drugs, alcohol, and tobacco. Student appraisal, counseling, educational and career planning, referral, and staff consultations also should be reflected in the philosophy statement.

For additional information regarding the process of developing a philosophy statement, refer to *Process Model for Course of Study*, Ohio Department of Education, Division of Elementary and Secondary Education.

Goals

Guidance goals are broad, general statements that define the overall nature and content of the K-12 written guidance plan. Goals represent an intermediate step in the process of translating the guidance philosophy into objectives. Goals for a K-12 written guidance plan might include the following:

- to help students develop maximum education, career, civic, personal, and social potential, including an understanding of the harmful effects of drugs, alcohol, and tobacco
- to provide a cooperative program that involves counselors, administrators, teachers, other school staff, parents, and community members
- to help school personnel recognize and build on each student's strengths
- to assist school personnel to develop high expectations for each student's educational, social, personal, and career achievements

Objectives

Guidance objectives are statements derived from the philosophy and goals. These objectives provide purpose and direction to the guidance plan. Statements of guidance objectives may be defined in the following manner:

Assisting students to

- progress toward productive and rewarding careers
- select and enter school courses and student activities
- select and enter educational opportunities beyond high school
- develop learning skills and values
- participate meaningfully in the opportunities of the school
- develop self-understandings and identities
- develop interpersonal relationships

PHILOSOPHY, GOALS AND OBJECTIVES

Assisting teachers to
- understand the students for whom they are responsible
- participate in helping students attain their guidance objectives
- understand and utilize the services of the guidance program

Assisting administrators to
- understand the characteristics of the school's student population
- participate in helping students attain their guidance objectives

Assisting parents to
- understand their children's educational progress
- understand the opportunities available to their children
- participate in helping their children attain guidance objectives
- understand and utilize the services of the guidance program

Assisting counselors to
- understand the students for whom they are responsible
- understand the educational programs of the school
- participate in helping students attain their guidance objectives

Additional assistance for writing guidance objectives can be found on pages 19-28 in *Ohio's Plan for a Written Guidance Program*, Ohio Department of Education, Division of Educational Services, Guidance and Testing Section.

PLAN OF ACTION

DEVELOP A GUIDANCE PLAN OF ACTION

Once the objectives of the guidance program are determined, activities should be written that incorporate systematic aid to students from kindergarten through twelfth grade regarding educational, career, civic, personal, social growth opportunities; and harmful effects of drugs, alcohol, and tobacco as stated in the standards. The written guidance plan will be enhanced if it is developed around a conceptual framework that includes the nine dimensions of guidance as outlined in *Guidance Services for Ohio Schools.*

Each of the nine dimensions will be described as it can be used in the provision of a basic plan of guidance services. The nine dimensions will also be related to the standards.

Dimension I—Information Service

The information service provides for collection, maintenance, and dissemination of current educational, career, civic, personal, social growth opportunities; and information about the harmful effects of drugs, alcohol, and tobacco. This information can be used by staff members, parents, students, and community. The amount of information will vary by district as well as by building.

Parents and students should know procedures for contacting and conferring with the counselor. Counselors and teachers working closely together should inform parents regularly about their children's social, personal, and educational development. Information on career development and harmful effects of drugs, alcohol, and tobacco need to be made available to students beginning at an early age and provided systematically throughout the school years. The counseling and group guidance services can be enriched by continuous collection and use of a variety of materials.

Dimension II—Pupil Appraisal and Record Service

Pupil appraisal and record services should be designed to help students examine their abilities, achievement, and interests. In the primary grades, the focus of this dimension is on the student's social, emotional, intellectual, and physical characteristics that influence the learning process. As students progress through school, the identification and exploration of their abilities, achievements, interests, and aptitudes will enable them to make knowledgeable educational, career, personal, and social decisions.

Students should have access to and receive aid in understanding their records. In the same way, student data should be used by curriculum and guidance personnel to develop course offerings and to provide needed guidance services.

PLAN OF ACTION

The coordination of pupil appraisal service throughout the school system is necessary so that students, their parents, and school personnel have accurate, up-to-date information.

Dimension III—Group Guidance Service

Through group guidance, students have the opportunity to develop attitudes and gain additional information about themselves and the world in which they live.

Through group guidance, students can become oriented to new school environments and achieve effective study and decision-making skills. Group guidance provides an opportunity for students to grow in self-understanding and to learn appropriate uses of information in career, civic, educational, personal, and social planning. Group guidance activities will help students recognize the harmful effects resulting from the use of drugs, alcohol, and tobacco.

For additional information, refer to *Ohio's Group Guidance Curriculum—K-Adult,* Ohio Department of Education, Division of Educational Services, Guidance and Testing Section.

Dimension IV—Counseling Service

Individual and small group counseling provides an opportunity for students to discuss their concerns and decisions with the school counselor. Counselors should be readily available to all students with whom they work, maintaining the trust within the student-counselor relationship. At the same time, counselors communicate with school personnel, parents, and other concerned adults— especially with those who refer students for counseling.

Students of all ages encounter problems in the process of growing and maturing. Therefore, counseling should be an integral part of the elementary school program of guidance services. Counseling helps students to see themselves as capable of learning, to increase their motivation for learning, and to gain greater control and self-direction in the learning process.

The maturity level of students and the nature of their problem should determine counseling techniques and procedures to be applied.

Dimension V—Consultative Service

The needs of students are served best when school personnel, parents, and community agency representatives work together. Procedures need to be developed to provide opportunities for concerned adults to consult with one another for the optimum benefit of students. Guidance services should result in the utilization of all available information and resources to help students.

Counselors, through consultative service, assist school personnel in

- improving the understanding of students and test score information
- developing curriculum
- teaching about the harmful effects of drugs, alcohol, and tobacco
- relating course work to career interests of students

Dimension VI—Parent Conference Service

Parents should be provided opportunities for individual and group discussions concerning the personal, social, educational, career, and civic development of their children. Leadership for parent conferences is often provided through guidance services.

Through parent conferences, school personnel and parents have the opportunity to understand and appreciate each other's concerns for and responsibilities to the student. Conferences also can include an explanation of standardized test results and their implications for the student. Parents should become knowledgeable about the school guidance services as well as school and community resources that include assistance with understanding the harmful effects of drugs, alcohol, and tobacco.

Dimension VII—Resource Coordination Service

Identification of school and community resources is an important guidance service. Policies and procedures should be established for student referrals, release of student information, and receipt of information from external agencies.

Dimension VIII—Placement Service

Placement services provide assistance to students in moving from one step to another in an educational or training program and in obtaining employment. This service consists of activities designed to help students select appropriate educational programs, special interest classes, and extracurricular activities. Assistance in special placement, such as groups within classes and community support programs that provide an effective drug, alcohol, and tobacco abuse and use program, is also part of this service. Job placement should include activities designed to assist students obtaining employment on a part-time or full-time basis.

Dimension IX—Evaluation and Planning Service

Evaluation and planning services may provide for the gathering of follow-up survey and research data and the use of this information in the modification of the guidance program and other elements of the school program.

PLAN OF ACTION

Planning Guides

Worksheets may be used to develop a plan for accomplishing guidance objectives (Figure 1).

Worksheet

A PLAN FOR ACCOMPLISHING AN OBJECTIVE

Objective:

Activity and Procedures:

Person Responsible:

Materials:

Timeline:

Evaluation:

Figure 1

Figure 1 is illustrated on page 11 of the *Supplement to Ohio's Plan for a Written Guidance Program*, Ohio Department of Education, Division of Educational Services, Guidance and Testing Section.

PLAN OF ACTION

When each specific objective has been developed into a workable plan, the major activities from the worksheets may be plotted on a calendar (Figure 2).

Objective Identified By Dimension	Activity	Person Responsible	Activity Evaluation	TIMELINE				Number Involved				
				Month	Date	Hours	Days	Students	Teachers	Parents	Administrators	Community Agencies & Others

Figure 2

Figure 2 is adapted from the calendar on page 13 of the *Supplement to Ohio's Plan for a Written Guidance Program*, Ohio Department of Education, Division of Educational Services, Guidance and Testing Section.

SUBMISSION TO BOARD OF EDUCATION

PRESENT GUIDANCE PLAN TO DISTRICT BOARD OF EDUCATION

Prior to the meeting to consider the K-12 written guidance plan, the district board of education should be presented with copies of the plan. The superintendent, or his or her designee, should explain the process by which the plan was developed and identify the individuals involved in preparing the plan. An opportunity for discussion of the plan should be provided. The K-12 written guidance plan must be adopted by the district board of education in accordance with the standards.

IMPLEMENTATION

IMPLEMENT THE K-12 WRITTEN GUIDANCE PLAN

Guidance services should assist all students to make maximum use of their abilities and to become productive members of society. Teachers, counselors, and other staff members need to be involved in providing these services.

Inservice activities will assist staff in developing guidance techniques for the classroom and in working with students from a guidance point of view. Counselor's procedures for providing group guidance, individual counseling with students, and student appraisal should be explained to staff members as part of their inservice training. This training may also explain the teachers' roles in achieving the goals and objectives of the guidance program. Inservice programs may include the following

- assist teachers in understanding students
- provide awareness of available guidance services and the methods necessary to use the services
- provide examples of classroom guidance activities that are designed to help students in their career, civic, educational, personal, and social concerns including the harmful effects of drugs, alcohol, and tobacco
- assist teachers in understanding selection, implementation, administration, and interpretation of tests and communication of test results
- assist teachers in developing skills for conducting effective parent-teacher conferences
- assist administrators in organizing parent groups, obtaining sufficient funds for implementing the guidance plan, evaluating guidance procedures, and organizing school and community relations
- provide knowledge of policies and procedures for accessing school and community agencies

Effective communication describing guidance services to the school community is essential. Communication provides a better understanding of available guidance services, helps to promote a positive image of guidance, increases the involvement and support between school and community, and leads to improved services for students.

A plan for communicating guidance services should be developed by guidance personnel and presented to the school administration for approval. This plan should contain statements of objectives and procedures concerning community relations that will be used throughout the school year.

IMPLEMENTATION

Communication between the school and community may include some of the following methods:

- Written Communications
  - pamphlets, fliers, brochures
  - posters
  - newspaper public opinion columns
  - newsletters
  - billboards, marquees
  - notes
  - bulletin boards
  - calendar of events
  - business announcement boards
- Oral Communications
  - presentations—classroom, video tape, slide
  - orientations
  - casual conversations
  - conferences
  - inservice meetings
  - public address system announcements
  - coffee hours
- Public Displays
  - state and local fair booths
  - business window displays
  - shopping mall exhibits
  - school building display cases and bulletin boards
  - library displays
- Newpaper Media
  - news releases
  - features
  - pictures
- Radio and Television Media
  - written broadcasts
  - TV artwork

News releases are probably the most successful method of reaching large numbers of people. The basic rule to follow when writing a news release is to answer the who, what, when, where, why, and how questions in the lead paragraph. Local media should be contacted by the appropriate person for their specific guidelines to submit articles.

For additional resources, refer to *Communicating Guidance Services: Why, Who, and How,* Ohio Department of Education, Division of Educational Services, Guidance and Testing Section.

EVALUATION

EVALUATE GUIDANCE PLAN

An evaluation of the K-12 written guidance plan must be completed at least once every five years to be in accordance with the standards. The importance of reviewing the existing guidance plan is to determine if the stated goals and objectives are being met. To achieve this end, the Guidance Advisory Committee must determine those aspects of the plan that are successful and those that need modification. Once having identified needed changes, the committee may consider new program strategies.

There are many forms of evaluation that can be useful to the Guidance Advisory Committee. Teachers need an opportunity to express opinions on specific activities and services provided from the guidance program. A teacher questionnaire may be one of the most effective means of evaluating the total guidance plan and can gather teacher opinions and perceptions of how guidance services have assisted their students. Administrators and pupil personnel workers also should be involved in the evaluation process.

Additional evaluation data can be gathered from students, parents, and other community members through discussions, questionnaires, surveys, or small group meetings (refer to Needs Assessment Section, page 9 in this document). This information can be studied with the school staff information to determine revisions or new directions for the K-12 written guidance plan. The revised plan must be submitted to the board of education for approval.

GUIDELINES RE: DRUGS, ALCOHOL, TOBACCO

PART 2

GUIDELINES FOR DEVELOPING A PROGRAM ON THE HARMFUL EFFECTS OF DRUGS, ALCOHOL, AND TOBACCO

Introduction

While it is clear that a locally developed written guidance plan dealing with the harmful effects of drugs, alcohol, and tobacco will be unique to community needs, these guidelines can provide a general approach to assist school personnel in program development. The written substance* use and abuse plan will be enhanced if it is developed around a conceptual framework that includes the nine dimensions of guidance. These dimensions have been described on pages 12-14 of this document.

This section of the document has been developed to assist school personnel in forming a task force, assessing needs, developing policies and procedures, developing and implementing the plan, providing staff and parent inservice training, and utilizing community resources that are adjuncts to district efforts.

There are certain individual behaviors and attitudes that may serve as objectives for a substance use and abuse program. The effectiveness of prevention or early intervention may be measured by the successful attainment of the following student behaviors:

- increased self-esteem
- development of a sense of accomplishment
- development of skills for relating to peers and adults
- development of a sense of influence over one's own life
- development of skills in decision-making
- improved school attendance
- reduced discipline problems
- improved grades
- increased interest in long-term education goals

*The term "substance" used throughout the following pages refers collectively to drugs, alcohol, and tobacco.

Schools also may evaluate the successful attainment of objectives through the following characteristics:

- decreased substance abuse in the school
- reduced dropouts
- improved social services that relate to the needs of the individual
- decreased overlap and conflict among social service agencies
- increased working relationship among schools and other agencies
- improved working relationship between schools and families; i.e., communication workshops that involve parents, students, and teachers

Districts may wish to use any or all of these objectives as part of their own plan.

RESPONSE

Preparing to Respond to the Situation

School administrators and staff are frequently confronted with instances of substance use and abuse. It is important that school officials review their current program and practices of dealing with substance-related issues. During this review, school administrators should be concerned that policies and procedures are legally sound, school staff are properly informed, parents and community members are involved, and that prevention and intervention programs are being effectively implemented.

If any response to substance use and abuse is to be effective, the program must be reasonable and positive in its intent. Some basic assumptions to be considered by school personnel include the following:

- Substance use and abuse occurs within every school community.
- All members of the school and community population have rights, rules, and responsibilities.
- There are positive steps that can be taken toward prevention, intervention, and reduction of substance use and abuse.
- Discipline involves more than punishment.
- When disciplining students, one should remember that they are complex human beings who are going through periods of growth and change.
- Extreme punishment may submerge students deeper into substance usage.
- It is important to understand the relationship between the role of the school in its care of a student and the laws that relate to that care.

ROLES

Role of Administrators, Counselors, and Teachers

A positive, personalized school organization and climate help to create motivated staff and students. School administrators may wish to consider some of the following procedures:

- provide each student the opportunity to feel successful in at least one area
- develop a problem-solving process that includes staff, parents, administrators, and students
- develop support programs (peer counseling, individual and group counseling, referral networks) to provide assistance to students when needed
- provide administration and community support for teachers' classroom activities

School administrators play key roles in the success of any program that deals with the harmful effects of drugs, alcohol, and tobacco. Some of the responsibilities identified are as follows:

- encourage ongoing review and update of the drug, alcohol, and tobacco use and abuse program
- formulate clear and concise policy and procedures on the use and abuse of drugs, alcohol, and tobacco and distribute them to students, staff members, and parents through appropriate handbooks
- coordinate the formation of a substance abuse task force or committee
- provide inservice training for school personnel and parents on drugs, alcohol, and tobacco
- ensure that the library contains current and diverse sources of information on the subjects of drugs, alcohol, and tobacco
- ensure that the counselor is available to students needing help
- encourage staff to incorporate positive behavioral techniques as well as to teach students how to say NO to negative behavioral influences
- adopt positive, responsive disciplinary rules that staff and students know and understand
- establish expectations that students will adhere to the code of conduct
- provide fair, consistent leadership that allows staff to function in a stable and positive environment
- design techniques and activities to facilitate parental involvement in the school

Counselors and teachers must cooperate to work effectively with substance abuse problems. Teachers assume a key role in being sensitive to students' concerns that involve substance use and abuse. Both counselors and teachers should work cooperatively with community agencies so that students seeking help can be assisted without the referral being viewed as disciplinary action.

ROLES

School personnel have a responsibility to each student. Staff members must demonstrate sincere interest and trust as they work with students to solve problems. Those adults who provide the most trust and sensitivity are the individuals with whom students needing help will confide.

Students want and need someone to listen and care. It is imperative that all staff members in the school listen to and advise students within their limits of competence and time. Staff members need to know when higher skills of counseling are required and refer students to a qualified counselor.

In summary, persons that provide leadership to a drug, alcohol, and tobacco use and abuse program should possess the ability to

- establish realistic goals and expectations
- project a feeling of acceptance to students
- communicate warmth, interest, and trust
- articulate student concerns
- show empathy to students
- listen attentively
- work effectively with community resources and agencies
- possess knowledge of current issues, information, and resources relative to substance use and abuse
- maintain a sense of humor

TASK FORCE

Formation of Task Force

A task force to address the development of a kindergarten through twelfth grade substance abuse program should be formed. Task force members might include representation from the following:

- business and industry
- clergy
- government (court, law enforcement, and probation areas)
- Guidance Advisory Committee
- law
- medicine
- parents
- psychological service personnel
- school board members
- school staff
- students
- volunteers

Task force functions may include the following:

- review of school policies and procedures related to drugs, alcohol, and tobacco
- assessment of school and community needs for an analysis of effective alternatives to substance abuse
- coordination of community services that address substance abuse prevention and intervention
- assistance to school staff in the development of a program that addresses the harmful effects of drugs, alcohol, and tobacco
- development of inservice training programs for school personnel
- dissemination of information to parents and other community members concerning the substance abuse prevention and intervention program
- involvement of parents and other community members in the substance abuse prevention and intervention program

An objective review of school policies, procedures, and programs should be made by the task force or school administration

NEEDS ASSESSMENT

Needs Assessment

A needs assessment for a substance use and abuse program will identify the extent and types of existing and potential substance abuse problems in the school and community; current services available in the school and community; and the extent of unmet needs or underutilized resources to plan appropriate prevention and intervention services.

Assessment of needs is a key factor in an analysis of alternatives to substance use and abuse. This assessment may deal with substance usage, school and community prevention, and intervention programs.

Numerous assessment techniques are available. There is no single method for assessing the needs of a given population. Selecting the appropriate needs assessment techniques can, however, aid in determining where you are, where you are going, and how well you are doing. In any case, effective needs assessment is an important element in providing successful alternatives to drug, alcohol, and tobacco use and abuse.

Needs assessment techniques may include the following:

- survey
- questionnaire
- interview
- small group discussion
- opinion poll
- feedback meeting
- pre/post-test

In preparing to administer a needs assessment, the following steps should be taken to:

- identifying the purpose
- organizing the effort and assigning responsibilities
- establishing information to be obtained
- identifying existing data
- developing plan

For additional information regarding needs assessment, refer to the Needs Assessment Section, page 9 in this document.

POLICY AND PROCEDURES

Development of Policy and Procedures

A well-defined policy addressing substance use and abuse should enable school personnel to respond realistically and consistently to problem behaviors occurring in the school setting. The establishment of a written policy regarding the substance use and abuse will benefit the school and community in the following ways:

- A policy developed in a rational atmosphere will assist personnel when confronted with actual cases of use and abuse of drugs, alcohol, and tobacco. There is less tendency to take excessive punitive action or to make an example of a student when a policy is clearly stated in advance.
- A policy that is formulated in advance is more likely to be respected as fair by students, especially if they have participated in the development of it.
- A policy that is formulated with the assistance of parents, community leaders, and organizations will help define the issues of drugs, alcohol, and tobacco as home and community concerns as well as a school concern.

There are major points to consider when writing a policy regarding the substance use and abuse. The policy should establish clear lines of authority and responsibility as well as providing for due process of students and staff. All policy drafts should be checked for legal implications before making them official.

Other considerations in developing the drug, alcohol, and tobacco policy and procedures may include the following:

- Positive steps can be taken to reduce substance use and abuse.
- Discipline should concern the total mental development of each student.
- Expulsion may have the potential of intensifying substance use and abuse of the student involved.
- Policy formulation should be kept within the framework of both federal and Ohio law.
- Policy review should include representation from the school and community.
- School building milieu are unique and the district policy should be appropriate for each school.

Questions to address during a policy development or review as it affects administrators*.

- Do they have a process that is effective in responding to drug, alcohol, and tobacco situations?
- Does this process protect both staff and students from legal involvement or embarassment?

*Policy questions were adapted from:
Bay-Borelli, Michael and Others. *Attainable Alternatives: Decision for the 80's. A District Manual on Substance Use, Abuse, and Prevention*, Cortland, New York: Cortland-Madison Board of Cooperative Educational Services, 1981, pp. 145-146.

POLICY AND PROCEDURES

- Are there well-known procedures for the staff to use when they encounter substance use or abuse?
- Have they made it clear what is expected from staff, students, and their parents?
- Are policy and procedures legal?
- Are all students treated on an equal basis in the policy and procedures?

Questions to address during a policy development or review as it affects staff members*.

- Do they understand what to do when they encounter someone suspected of using drugs, alcohol, or tobacco?
- What do they do when they receive information about a student using or abusing drugs, alcohol, or tobacco?
- Do they understand the law as it relates to substance use or abuse?
- Do they understand their responsibility for relaying information to appropriate administrators?
- Do they know how to respond to a student who wants advice or to talk about problems?

Questions to address during a policy development or review as it affects students*.

- Do they know the consequences of being involved in a drug, alcohol, or tobacco related situation?
- Do they understand the disciplinary procedures? Do they know how to get information or counseling about substance use or abuse?
- Do they know what to do if a friend is abusefully using drugs, alcohol, or tobacco?
- Do they understand the law as it relates to substance use or abuse?

There are many questions to be considered in making school policy. Answers to some of these questions may indicate areas in need of revision or development within a policy for drug, alcohol, and tobacco use and abuse.

PREVENTION

Prevention

A prevention program should be aimed at diminishing the consequences of substance use and abuse. Abuse may cause unhealthy, illegal, or self-destructive patterns of behavior or cause emotional, physical, social, and mental harm to oneself or others.

Drug, alcohol, and tobacco education principles should be based on these premises:

- A primary responsibility of the school is to provide students with learning experiences and skills that will enable them to function successfully in a rapidly changing society without drugs, alcohol, or tobacco.
- As a primary influence on the socialization of students, the school must respond to the serious problems of substance use and abuse.
- The response should be manifested in a carefully planned, well-coordinated K-12 drug, alcohol, and tobacco education program with the focus of such program being the development of mentally, physically, and socially healthy young people.
- An effective drug, alcohol, and tobacco education program is a synthesis of cognitive and affective approaches adjusted to the needs and concerns of the students and community.
- Students, school personnel, parents, and community members should be involved in the planning, implementation, and evaluation of the program.

A drug, alcohol, and tobacco prevention program should consist of the following key elements:

- Focus on rewarding positive, non-substance using behavior rather than punishing drug, alcohol, and tobacco use and abuse
- Provide healthy, attainable alternatives to drug, alcohol, and tobacco use and abuse
- Provide programs that develop the students' abilities to rely on inner resources, skills, and experiences as they relate to peers, school, and community
- Rely on peers, parents, schools, and the community as the most effective channels for informing and guiding students
- Provide concise, factual information about the use and abuse of drugs, alcohol, and tobacco
- Develop and distribute materials informing students, teachers, parents, and community members about the facts, use, and abuse of drugs, alcohol, and tobacco
- Design an evaluation component to be routinely included as part of the prevention effort

PREVENTION

The following approaches are representative of many prevention programs. Ideally, more than one strategy will be incorporated into a substance use and abuse prevention program.

- Provide accurate information about the physical and psychological effects of drug, alcohol, and tobacco use and abuse
- Develop a variety of classroom activities to address such developmental areas as self-esteem, interpersonal relationships, communication skills, decision making, and an understanding of personal values
- Involve peers in activities that include peer counseling, peer tutoring, and older students working with and helping younger students
- Design many realistic, constructive alternatives to drug, alcohol, and tobacco use; can include recreational alternatives, such as athletic programs, performing arts, and other extracurricular activities; can also include involvement in service programs where students volunteer to assist people in need
- Develop career education programs and "life skills" planning such as parenting
- Design family-oriented programs such as family counseling, family communications, and problem solving
- Assess school and community climate to determine if there are negative aspects that might perpetuate drug, alcohol, and tobacco use and abuse; consider participation in community-wide coalitions to address serious problems that have an impact on substance abuse

INTERVENTION

Intervention

Intervention includes obtaining information about pupils who are in trouble at home, school, and community. Intervention is directed toward those who are already experiencing problems with drugs, alcohol, or tobacco use and abuse. A school policy, procedures, and referral process is necessary to direct troubled persons toward assistance in and outside the school. When appropriate, quick and efficient school referral in cooperation with community services broadens the school support system. Treatment is also easier, carries less stigma, and costs less money when substance users or abusers are identified and referred early.

The following are some basic principles to consider concerning intervention:

- Individuals seldom volunteer for treatment. Denial is to be expected. Those around the student participate in the cover-up.
- There is an emotional and intellectual change when drinking or under the influence of a drug. Talk to the student when he or she is fairly straight or sober.
- Treatment is provided as for other diseases.
- Average addicted persons are going to resist anyone trying to intervene.
- Support systems are needed for those who intervene.
- Relapse is common.

Working with the problem of substance use and abuse is complex and challenging. Staff intervention is a vital part of the process in assisting students, their families, and those providing treatment.

The guidance counselor's role is vital in the area of intervention. However, the success of the intervention process requires commitment and shared responsibility by the home, school, and community.

Intervention for students needing help can be provided by the counselor through the following approaches:

- direct counselor involvement with the student
- direct counselor involvement with small groups and classes
- direct consultation with, and training of, other professionals
- direct consultation with, and orientation of, parents and other community members

RESOURCES

Use of Community Resources

Community resources are necessary and helpful adjuncts to the school program on drugs, alcohol, and tobacco. Many professionals and paraprofessionals in public, private, and volunteer agencies have knowledge, skill, and the desire to help students with substance use or abuse problems.

United community fund agencies* generally have information on services offered and contact persons. Local drug or alcohol councils, hotlines, or crisis centers also may share lists of agencies and provide directions that are helpful.

The type of help varies greatly within communities. Some areas to consider are the following:

Crisis Assistance

- alcohol/drug regional councils
- college and university health centers
- crisis centers
- hospital emergency rooms
- hotlines
- local health departments
- mental health centers

Counseling Services

- alcohol/drug regional councils
- child guidance agencies
- churches and church councils
- crisis centers
- family service centers
- hotlines
- juvenile courts
- mental health centers
- physicians
- private psychiatrists
- private psychologists
- YMCA, YWCA

It is important for school personnel to develop a list of agencies and identify those that are most helpful to students. Such a list needs to be reviewed and updated regularly.

It will be important to contact agencies to discuss available services, to discuss how referrals will be accepted, and to inform agency personnel of school contact persons who should receive information regarding referrals. It is also suggested that agency personnel be invited to staff meetings to discuss the nature of help they can offer.

*Additional resources can be found in the State and Federal Section of this document.

INSERVICE

Inservice Training

Administrators and counselors should assume a leadership role in the development of inservice training for school personnel relative to the drug, alcohol, and tobacco program in the school. It is important that staff members understand the overall program, know their role, and their interrelationship to the role of others. Training experiences should be planned and designed to accommodate the desires and needs of each staff member. Professional staff will differ greatly in their interest and understanding of substance use and abuse. Therefore, staff inservice training should vary to meet these special needs. The following points should be considered when developing effective inservice programs:

- Offer certificated and classified staff members, parents, and other community members opportunities to gain understanding of current program approaches and provide knowledge and skills relative to substance use and abuse prevention and intervention
- Offer inservice training on a continuing basis and not as a one-shot attempt to solve a substance use and abuse problem
- Promote a team approach with teachers, administrators, parents, and other community members working cooperatively
- Make school personnel, parents, and other community members aware of the nature, extent, and seriousness of the drug, alcohol, and tobacco problem
- Provide staff members and parents with information about appropriate community agencies to which students with substance related problems may be referred
- Provide opportunities for interested staff members to learn about or observe other exemplary programs and practices
- Provide school personnel with relevant resources, including people and materials
- Schedule programs at times that do not compete with other professional obligations
- Coordinate, whenever possible, with other strategies that are designed to effect positive school change, such as staff development, human relations training, and the curriculum development program

CHECKLIST

Program Development Checklist

The following checklist has been developed to assist school personnel in their development or review of a substance use and abuse program:

_____ Encourage persons in leadership positions to recognize that there is a problem with drugs, alcohol, and tobacco and the need for emphasis to be placed on general life coping skills.
_____ Form a task force or committee of concerned school and community persons to search for possible approaches to problems.
_____ Conduct a needs assessment.
_____ Analyze needs assessment data.
_____ Establish realistic, long-range goals.
_____ Develop policy and procedures.
_____ Develop and implement plan.
_____ Provide ongoing inservice training.
_____ Contact and utilize all appropriate community resources.
_____ Conduct ongoing evaluation and refinement of program.

RESOURCES

State and Federal Resources

State

American Cancer Society
1480 W. Lane Avenue
Columbus, Ohio 43221

American Lung Association
185 S. Fifth Street
Columbus, Ohio 43215

Ohio Bureau of Drug Abuse
65 S. Front Street
Columbus, Ohio 43215

Ohio Department of Education
Division of Educational Services
Guidance and Testing Section
65 S. Front Street
Columbus, Ohio 43215

Ohio Department of Education
Division of Elementary and Secondary Education
Health and Human Affairs Section
65 S. Front Street
Columbus, Ohio 43215

Ohio Department of Education
Division of School Finance
Driver Education Section
65 S. Front Street
Columbus, Ohio 43215

Ohio Department of Education
Office of Inservice Education
65 S. Front Street
Columbus, Ohio 43215

Ohio Department of Health
The Bureau of Alcoholism Services
168-170 N. High Street
Columbus, Ohio 43215

Ohio Department of Mental Health
State Office Tower
30 E. Broad Street, Suite 1182
Columbus, Ohio 43215

Ohio Lung Association
850 Michigan Avenue
Columbus, Ohio 43215

State of Ohio
Food, Dairies and Drugs Division
8995 E. Main Street
Reynoldsburg, Ohio 43068

Federal

National Center on Alcohol Education
1601 N. Kent Street
Arlington, Virginia 22209

National Clearinghouse for Alcohol Information
P.O. Box 2345
Rockville, Maryland 20852

National Clearinghouse for Drug Abuse Information (NCDAI)
Parklawn Building
P.O. Box 1909
Rockville, Maryland 20850

U.S. Department of Justice
Drug Enforcement Administration
Washington, D.C. 20537

U.S. Department of Transportation
National Highway Traffic Safety Administration
Washington, D.C. 20590

U.S. Education Department
400 Maryland Avenue, S.W.
Washington, D.C. 20202

U.S. Office of Education
National Council on Alcoholism, Inc.
733 Third Avenue
New York, New York 10017

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NOTES

NOTES

IMPLEMENTATION SERIES

- A K-12 Written Guidance Plan
- Code of Conduct
- Competency Assessment and Testing
- Economics Course of Study
- Educational Options
- Fine Arts and Physical Education K-12
- High School Mathematics
- Improving Attendance
- Intervention
- Materials Selection Guidelines
- Procedures for School Evaluation
- Process Model for Course of Study
- School Health Services
- Secondary Reading

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Total copies printed: 7,500
Unit cost: $.5305
Publication date: 2/84
(Includes paper costs)